# HIGHER EDUCATION

SEMIMONTHLY PUBLICATION OF THE FEDERAL SECURITY AGENCY

Office of Education, Higher Education Division

VOL. IX, NO. 11 WASHINGTON, D. C. FEBRUARY 1, 1953


## General Military Science Training Program of the ROTC

By HARRY G. BENION*

THE DEPARTMENT OF THE ARMY is introducing this year a new idea in the Reserve Officer's Training Corps instruction conducted in senior colleges and universities. The new training curriculum, known as General Military Science, is often referred to in military terminology as "Branch General."

### Specialized ROTC Training

Since its inception in 1916 the modern Reserve Officers' Training Corps has presented specialized branch training which has included basic military subjects. The emphasis has always been upon the specialized facets of this training, with the objective of producing junior officers reasonably well qualified in one of the sixteen arms or services featured in ROTC training. However, experience has shown that even with 3 years of specialized instruction, it has often been necessary to send the new second lieutenants to a course at one of the highly efficient service schools before they could be considered ready in their assigned specialized branch for active service in a combat zone.

### Change in Policy

For years many of the prominent educators of America directly associated with the ROTC have advocated adoption of a general curriculum that would deemphasize specialized training and concentrate on producing junior officers who would be well grounded in the fundamentals of their profession. As a result of extensive study of the subject, the Department of the Army is changing the training policy for ROTC students in order that general military training may be offered instead of the specialized training now in force. The Department intends to move progressively toward the new general military science course if the test period indicates that the Army's objectives are achieved through it.

In designing the General Military Science curriculum, every effort was made to produce a college-level course which would command the respect of civilian educators, challenge the student's intelligence, and satisfy optimum training requirements. The resulting course stresses the history of the Army and individual leadership as inspirational and integrating factors which tend to add meaning

*Lt. Colonel, U. S. Army, Chief, ROTC Division, Office of the Executive for Reserve and ROTC Affairs, Department of the Army.

IN THIS ISSUE


| | Page |
|---|---|
| Military Science Training Program | 121 |
| Cooperative Bureau for Teachers | 123 |
| Vocational and Recreational Survey | 124 |
| Hampshire Inter-Library Center | 124 |
| Certification of Academic Credentials | 125 |
| Project Courses at Haverford | 126 |
| Japanese-American Cultural Interchange | 128 |
| Program of Functional Education | 129 |
| Student Aid at Ohio State | 130 |
| New Publications | 131 |


237137—53

to the large amount of detailed information presented throughout the course. The development of junior officers who have outstanding leadership ability and a broad background of military knowledge and who are ready, willing, and able to be assigned to any branch of the service for specialized training is one of the principal objectives of this program. The General Military Science program is planned to produce young officers who will be qualified to serve as combat leaders, administrative officers, or as officers of the technical services after they have received appropriate specialized training at a service school of the branch in which assigned.

ROTC is the principal source of junior officers for the Regular and Reserve components of the Army. In World War II about 120,000 ROTC-trained officers served in all branches of the Army.

### Probable Effects

The General Military Science program will probably cause an appreciable increase in ROTC enrollment, since all students will now be eligible for ROTC training regardless of their academic pursuits. Last year 49 colleges and universities, which offered ROTC instruction in the combat arms only, graduated a large number of male students in engineering, scientific, and technical fields. Such schools will now be able to qualify students for commissions in related technical services. Conversely, in a number of institutions many general education and liberal arts students were ineligible for admission to advanced ROTC since only technical branches were available at the schools they attended. All qualified male college students may now enroll in advanced ROTC at those institutions where the General Military Science course of military training is conducted, whereas students previously had to be enrolled in specified academic curriculums in order to be eligible for the branch ROTC units then available at their colleges. The features which should cause a rise in enrollment are likewise expected to reduce student losses, especially in that critical period at the land-grant colleges when the student progresses from the required basic course to the voluntary advanced course.

The Department of the Army expects to realize considerable savings in equipment, such as tanks, artillery pieces, and expensive and scarce items of signal equipment, as well as in the over-all instructor personnel now assigned. This personnel economy will result from an increased student-instructor ratio brought about through elimination of the need of teaching branch courses in three of the four ROTC years.

A greater flexibility in assignment of ROTC graduates to meet the fluctuating requirements of the various arms and services is expected under the General Military Science system. The assignment problem will be especially improved by the tentative assignment of individuals to branches of the Army in their third year, approximately 18 months before graduation. The former branch material program necessitated student assignment to branches during the freshman year, so long before graduation and receipt of commission that the number of students who would ultimately be available to each arm and service was problematical.

Institutional authorities should notice an easing of class scheduling problems, for they will no longer be plagued with numerous small inflexible class sections, such as "engineering," "ordnance," and "artillery." An entire ROTC class may now be treated as a whole, and sensibly divided into comfortably sized, conveniently assembled class sections.

### Development of the Program

Both civilian and military educators have helped develop the tentative General Military Science curriculum, consisting of four academic years of general military instruction and one 6-week summer camp of specialized branch training. The Army plans for the General Military Science graduate, who is called to active duty immediately after he is commissioned, to attend a service school in the branch to which he is assigned. If he is not called to active duty on graduation, he will attend a branch school when he is ordered to service.

Initially, a group of college presidents and officers of educational associations conferred with Department of the Army staff officers; then a number of professors of military science and tactics and ROTC staff representatives of the six continental Army Commanders met at Army Field Forces Headquarters in Fort Monroe, Va., and devised the first version of this course of instruction. After the Department of the Army staff had opportunity to exercise their judgment on this study, a panel of experts in curriculum design from various colleges and universities met in the Pentagon. Together with ROTC staff officers they developed the "Tentative General Military Science Curriculum" which will be followed during the 1952–53 experimental

period. Next year this curriculum may be revised to reflect experience gained during the trial period. Since it is recognized that college authorities have a legitimate interest in the curriculums offered at their institutions, their comments and suggestions throughout the period of development and refinement have been sought.

### Character of the Training

The General Military Science course will replace existing branch courses, except for medical branches, in schools where it is offered. The complete curriculum has been placed in 25 institutions recently accepted into the Army ROTC system. The new course has been made available during the 1952–53 school year in 34 institutions formerly maintaining Branch Units. This arrangement provides a basis for a comparison of old and new curriculums. The 34 schools which volunteered to participate in the testing phase by withdrawing their branch specialized courses in favor of the General Military Science course were selected on the basis of geographical location, male enrollment, and number and type of ROTC units maintained.

During the transition period in schools formerly maintaining Branch Units, the third year will be modified to insure a smooth progression from the branch material training to the full General Military Science course of the fourth year. In view of the previous training received by students who have completed 3 years of a Branch Material course, their fourth year will continue the branch material instruction.

During the third year of general military instruction, or the modified third year, students will have the opportunity to indicate their preferences for assignment to a particular branch. By that time the student is expected to have enough general knowledge of the arms and services to enable him to make an intelligent choice. However, there is no guarantee that each student will obtain the branch assignment of his choice. Final assignment must remain with the Department of the Army and will be dependent upon such factors as the student's major academic course, class standing, qualities of leadership, the requirements and existing vacancies in the various branches of the Army, in addition to the student's choice. Professors of military science and tactics, together with college authorities, will recommend to the Department of the Army the branch assignments for each student enrolled in the General Military Science program of instruction. The Department of the Army is fully aware of the shortage of technically trained personnel, and consequently is developing a system for commissioning General Military Science ROTC graduates which will insure proper utilization of their specialized skills and knowledge insofar as the needs of the various arms and services will permit.

There will be an effort to develop in the mind of the student a sense of pride and achievement: that in serving as an officer in the United States Army he is bettering himself as an individual and as a member of society, as well as safeguarding and preserving those rights and privileges he enjoys as a citizen of the United States; that the United States has a glorious present, as well as past; and that it would be an honor to share in molding its future.

### Future Intention

The Army needs college trained men as officers. The Army believes that it is essential to develop leadership qualities in these students and to provide them with a broad base of military knowledge prior to giving them branch specialized training. The intention is therefore to move progressively toward General Military Science instruction as a general policy throughout the ROTC units, provided this change is warranted by experience acquired during the testing phase and is desired by the institutional authorities concerned.

---

## The Cooperative Bureau for Teachers

The Cooperative Bureau for Teachers, 1776 Broadway, New York 19, N. Y., has recently taken steps to build up a central national placement service for college teachers. The organization, founded in 1924, is a placement bureau for teachers in schools and colleges. It distributes information about the teaching profession, pursues research on special request, and acts as an educational clearing house.

The bureau is a membership organization with four types of members: Associations, schools, colleges, and individual teachers. There are 4 member associations, 16 college members, 113 school members, and about 5,000 individual members.

The bureau serves both member and nonmember colleges. Member colleges, which pay annual dues according to the size of enrollment, receive complete placement service. Nonmember colleges pay according to each placement made.

## Community Vocational and Recreational Survey

DURING THE SUMMER of 1952, a graduate workshop in education was conducted in Oregon City, Oregon, by Lewis and Clark College.[1] A few of the most needed areas of study in the community had been suggested in advance by the school administration, and each member of the workshop indicated the area which he preferred to study. The final selections centered on two problems: (1) vocational ambitions, and (2) community recreation. Interviews were adopted as the chief method of study, and it was estimated that time would permit the interviewing of about 12 percent of the population. The city was divided into geographical sections which workers in teams of two covered, and an effort was made to secure interviews from a representative sampling of the community.

Interviews with ninth-grade pupils revealed that 64 percent chose occupations that require education beyond high school, including secretarial work, nursing, science, teaching, law, architecture, forestry, engineering, accounting, music, medicine, and the ministry; 36 percent chose occupations which do not necessarily require education beyond high school, including service as aviators, mechanics, carpenters, salesmen, laborers, housewives, models, and beauticians. Interviews with parents indicated that 78 percent want their children to have some education beyond high school, while 22 percent expressed no wish for advanced education for their children. The childrens' major interests, as reported by their parents, incline strongly toward sports, shop, art, and photography.

Among recreational activities of the community, fishing showed highest participation, and other sports showing high participation were swimming, games, skating, and bowling. In team sports, participation was highest in baseball, basketball, and softball. In clubs and hobbies, highest participation was found in church recreation activities, social dancing, and adult camping. High interest but low participation was shown in such activities as summer theater, little theater, music, ceramics, art, and photography. There was also high interest but low participation in horseback riding and archery.

[1] For a report of an earlier workshop by Lewis and Clark College in the same community, see HIGHER EDUCATION, October 15, 1951, p. 42. The 1952 project is reported in a 19-page pamphlet published by Lewis and Clark College and titled *An Experimental Workshop in Education*, price 25 cents.

Aside from providing the community with data essential for proper planning in two essential areas of its life, the workshop gave its participants an experience in functional education. Planned "as an experiment to discover whether a genuine educational problem, faced in its natural setting, and freed from the artificial incentives of assignments, examinations, and grades, will motivate serious study and effective effort," the 1952 workshop "was an experience in living and learning such as to delight the mind and heart of an educator who has long dreamed and hoped that all learning might become more like life itself."

## Hampshire Inter-Library Center at Mount Holyoke

ILLUSTRATIVE of the trend among colleges and universities toward a cooperative solution of certain problems of library administration is the Hampshire Inter-Library Center, South Hadley, Massachusetts. This center was incorporated September 26, 1951, to include the libraries of Amherst, Mount Holyoke, and Smith Colleges, and its bylaws permit the admission of other insitutional members.

According to its "First Annual Report, 1951–52," a chief function of the center is cooperative book storage, for which temporary facilities have been provided in the library of Mount Holyoke College. The center also has substituted its own subscription to numerous periodicals for independent purchases hitherto made by each library. It has accepted the deposit of back files of journals and gifts of books from college libraries. Current institutional expenditures for periodicals have been reduced, and the resources available for research to each college have been increased.

The Hampshire Inter-Library Center reports that it has been financed through (*a*) annual dues of member libraries, (*b*) reimbursements by the libraries for outlays covering periodical subscriptions and bindings, and (*c*) revenues from the sale of duplicates. Essential personal services for the administration of its activities have been contributed by member libraries. Each library has defrayed the cost of sending materials to the center.

Plans are under way in the center for the further consolidation of the periodical files of member libraries and for the elimination of costly and unnecessary duplication of other types of research materials.

# Certification of Academic Credentials for Foreign Use

BY THERESA BIRCH WILKINS *

MOST registrars, admissions officers, and advisers to foreign students in institutions of higher education in the United States are familiar with the service of the Office of Education, Federal Security Agency, in evaluating transcripts of credits earned in other countries by foreign students coming to this country for study. Another service which the Office performs, the details of which are less familiar to college personnel, is that of the certification of academic credentials of foreign students returning to their native countries or of American students going abroad for employment or study. Not all foreign countries request this service, but most of the Latin American countries, India, Iran, Iraq, Italy, and Syria avail themselves of it. During the 12-month period ending June 30, 1952, certifications were issued for 110 foreign students (or Americans going abroad) for use in 15 countries.

### Procedure

The certification procedure consists of three major steps: (1) Issuance by the Office of Education of a formal statement attesting to the validity of a document and the reliability of the institution at which the credential was earned; (2) authentication by the United States Department of State of the certification issued by the Office of Education; and (3) legalization of the instrument, to which the certification and the authentication refer, by the appropriate resident official of the country in which the instrument is to be used.

### Service of the Office of Education

A foreign student wishing his transcript, certificate, or diploma certified should send the credential or a photostatic copy of it to the Office of Education, Federal Security Agency, with instructions which should include the name of the embassy or consulate to which he wishes the certified document sent. He should also write directly to the embassy or consulate to apprise the appropriate official of his action, to make arrangements for the payment of whatever fee may be charged by the embassy for legalization, and to indicate where and to whom the credential, complete with certification, authentication, and legalization should be sent.

When the Office of Education receives an academic credential to be certified, a letter is addressed to the registrar of the issuing institution requesting verification of the record represented by the transcript, certificate, or diploma. When verification has been received from the institution, and the accredited status of the institution has been ascertained, a certificate is issued attesting to the genuineness of the credential and the status of the institution. The certificate is signed by the United States Commissioner of Education, whose signature and position are verified by the Administrator of the Federal Security Agency, and sealed with the Agency seal.

### The Department of State and the Embassy or Consulate

Before an embassy or a consulate will accept an academic credential for legalization, it must bear the signature of the Secretary of State and the seal of the United States Department of State. The certification is forwarded next, therefore, to an authentication officer in the Department of State who is responsible for inscribing the signature and impressing the seal of the Department on a covering statement which vouches for the authenticity of the certification of the Office of Education, Federal Security Agency. The authenticated credential is returned to the Office of Education for transmitting to the sender, his agent, or the embassy or consulate responsible for legalizing the credential.

The embassy, usually for a fee payable in advance by the student, legalizes the credential and forwards it to the student or to the agency designated by him. The original document, augmented by the blue ribbon and red seal of the Federal Security Agency, the red ribbon and red seal of the Department of State, and the official inscription and stamp of the embassy, furnishes an imposing exhibit and assists the possessor in obtaining the position or academic objective to which his record entitles him.

The Office of Education is not responsible for the certification of nonacademic credentials. Birth certificates and various professional licenses are authen-

*Research assistant, Division of Higher Education.

ticated by the United States Department of State on certification of the Secretary of State of the State in which the document originated.

### Time Required

The entire certification-authentication-legalization process may be completed in so short a period as 24 hours for a student who is able to furnish a credential on which immediate verification may be obtained and who is willing to "walk" the credential through to each station or desk contributing to the process. On the other hand, it is possible for several months to elapse between the time the student discovers the necessity for presenting a legalized credential and the time he actually has the document in his hands. Each foreign student adviser and each registrar of institutions accepting students from foreign countries should be sufficiently acquainted with the credential certification service of the Office of Education to expedite the handling of what could very easily become the crowning frustration of an American academic experience.

---

# Project Courses at Haverford College

By the STUDENT CURRICULUM COMMITTEE*

IF ANYONE should sit down and read the Haverford College Catalogue, especially if he had been graduated from the College before 1947, he probably would be impressed with the recent flowering of general education here—purveyed through such courses as Social Science 11–12, Humanities 21–22 (The Interpretation of Life in Western Literature), or Biology 11 (General Principles of Biological Science). What would not be so likely to impress such a reader, however, is an equally important development in an opposite direction: the new opportunities for concentrated study afforded by project courses.

### Limited Range of Courses

The main difficulty with the curriculum of a small college is the limited range of courses offered. The student interested in such a comparatively narrow and particular topic as, say, monastic life in eighth-century Italy, is generally unable to pursue his bent. Though the college may have an instructor who possesses a reasonable competence in this field, it cannot afford, for want of a sufficiently large faculty, to have him devote a whole course to this subject to the neglect of his more general courses. What the project course does is to set up a student-professor relationship on an individual basis, allowing the student to follow his own particular line of interest under faculty supervision, at the same time taking up far less of the time and effort of the professor involved than would be exacted by a regular course. The student registers for History 82 (Project) and proceeds to spend one-fifth or more of a semester's work time on just this subject, reading, studying, and researching largely on his own.

Possibly the most interesting fact about the project courses is that they were not instituted by a report from any one of the College's committees (student or faculty), by the Faculty itself in solemn conclave, or by a sweeping act of the Administration. The courses seem rather to have arisen more or less spontaneously, as the result of interest on the part of both students and instructors. The project course is nothing new at Haverford, having made its first appearance on the campus in 1933. But in the past 2 years the idea has caught on with a startling rapidity in department after department, until in the first semester of this year over 70 students were engaged in project work in 12 of the College's 21 departments.

### Why Students Elect Project Courses

A number of reasons, from the students' point of view, may be assigned for the taking of project courses. One important one is that the student has a particular interest which the offerings of the curriculum are unable to satisfy. It may be that this limitation is imposed by the smallness of the department; or it may be that the student's special topic involves the subject matter of more than one department. A project course can very likely be designed to fill the bill in either of these situations.

*The committee, of which Jon Guttmacher is chairman, consists of 11 students of the classes of '52, '53, and '54. The article is quoted verbatim from *Haverford Trends*, September 1952, published by the Alumni Association of Haverford College.

Another important reason for taking a project course is that some undergraduates find it more profitable to work on their own hook—free from the various confines imposed by formal lectures and discussions, quizzes, term papers, examinations, and the like. Traveling at his own speed and in such direction as his interest dictates, the student can take time to make sure that he is thoroughly mastering and understanding his subject. He need not cull from pages 120 to 165 just enough information to pass next week's quiz; if he would like to examine more thoroughly the theory set forth on page 140, he can take time to do so, and let the remaining pages go. Nor need he approach his subject matter through the pre-digested analysis of academic officialdom, local or otherwise; if he is suspicious of spoon-fed generalizations, he can go about fact-gathering *ad libitum*, and then elaborate his own theory. Project courses are flexible enough, then, to be of good use to the student who likes to range as widely or dig as deeply as he pleases, and to do it at his own pace and in his own way.

The third important incentive is somewhat the opposite of the second—rather than desiring to get *away* from some instructor's approach to a subject, the student may like that approach and want to do special work with the particular instructor. Professor A, perhaps, has the knack of making things clear and illuminating almost any topic he touches on. Therefore such a student, wanting to do further work with Professor A, arranges a project course under his supervision.

As students' reasons for taking project courses vary, the individual courses themselves tend to vary a great deal. The degree of student interest, the material to be covered, the instructor and his teaching methods all play an important role in determining the final character of any particular project course. Some courses are centered about the production of a lengthy paper of some sort; others require reading reports to be turned in at fairly short intervals; still others have abolished formal requirements altogether, having neither papers nor tests of any kind and concentrating solely on reading and informal discussion.

Professors differ greatly in their outlook on individual student work. Some allow almost complete student planning, while others feel they must keep a close check upon the student's progress. The Student Curriculum Committee feels that a student's experience of planning his own syllabus and bibliography, where it is possible, is one of the greater benefits to be derived from a project course. Throughout his college life the student is fed material duly approved and selected by this or that professor. He is thus given little chance to develop his critical faculties; seldom is he challenged with the problem of distinguishing a reliable book from an unreliable one, or of selecting material relevant to his topic from that which is irrelevant. In the all-important sharpening of these critical faculties, project courses, through individual responsibility, can perform an important function.

### What They Study

Specifically, project courses may vary from such a sociological treatise as "An Analysis of Love Stories in Mass-Circulation Magazines" to a chemistry tome like "A Method of Identifying the Alcoholic Component of Esters by Reaction of Esters with 3, 5 Dinitrobenzoic Acid and Subsequent Formation of the Alpha Napthalamine Addition Compound of the Derivative." Many students in literature and the humanities have, at times, taken rather concentrated reading courses—a recent example of which was titled, in a properly doctoral tone, "Denis Diderot, Lessing, and Goethe: A Study in the Development of Ideas."

By far the larger number of project courses are concerned with research in a field of particular interest to the student, which usually involves a long paper of some kind. Students may write these papers singly or they may co-operate in writing joint papers. Very often student interest in project work is heightened by the fact that the supervising professor is an outstanding man in his field. Several students, for instance, worked under Professor Emmett R. Dunn last semester in his field of herpetology. At other times students may participate in carrying on some portion of a professor's current research project: such work is now being done by one undergraduate in the Astronomy Department. Along the same line, students with knowledge of a foreign language can translate a work of importance in some field which does not exist in an English version. Several years ago a student with a sound knowledge of German translated material from Max Weber for a group of sociology students working under Professor Ira deA. Reid.

Project courses provide, moreover, the opportunity to delve into a topic which is touched upon

by several departments but does not really lie in the direct field of any one department. Often work of an original nature may be accomplished. Last summer at Woods Hole, Massachusetts, a biology student did research sponsored by the Harvard Medical School; this fall he had a chance to put his work into final form for publication in the near future. Another student's project, "A Housing Study of Lower Merion Township," was carried on under the sponsorship of the League of Women Voters here.

There is, thus, a wide variety of work undertaken in project courses, work which would be impossible under the regular classroom system. The individual work not only gives a student experience in the methods of research but also provides him with a good deal of first-hand knowledge in his special field.

This description of the needs which project courses answer and the forms that they take shows that no succinct generalization can be made as to the contribution which these courses have made or can make to the curricular set-up of the College. They have grown up chiefly as a means of remedying deficiencies in the existing schedule—deficiencies not only with regard to areas of study ordinarily left untouched, but also with regard to profitable methods of study which are impracticable within formal classroom techniques. It is the flexibility and adaptability of the project course which commends it most strongly to students. For a small college, it represents a way of arranging that some things be left unarranged, of defining collectively an area for individual enterprise.

For these reasons the project course serves most eminently the student who has some clear bent toward specialization. Without undoing the College's earnest efforts to secure the place of general education in its curriculum, the project course caters admirably to the need for specific education—permitting the student who is weary of being merely introduced to areas of knowledge to pursue some of these introductions to the point of real acquaintance. No limit is set to the amount of time a student may devote to his "project" in any one semester; since courses numbered "80" in the catalogue may be repeated any number of times for credit, it is conceivable (though no one has tried it yet) that an undergraduate should give over two, three—or up to five courses at once to researching in some carefully delimited field in consultation with a faculty member. In short, from the student angle, there is almost nothing that cannot be done with a project course or courses.

### But There Are Limits

From the faculty angle, though, the matter bears a somewhat different aspect. Project courses take time—for planning, consultation, and conference. Even though the professor remains in the background and permits a student to take the initiative in settling questions of subject matter, reading schedule, meeting times, and the like, his effort is still required and his time expended. Consequently there is a limit on the number of such courses any professor can carry at one time: which means in the long run a limit on students as well.

This limit has not as yet been defined; nor have the conditions of eligibility for a project course been formally defined. And since in project courses the College has discovered a way of leaving an open end to its curriculum, of specifying a field where adjustments may be made and the most particular needs supplied, it appears unlikely that any such definitions will be made. Students may take advantage of the opportunities offered by project courses just so far as their own projects make sense and a faculty member can provide time—whether the course involves researching for a paper, investigating the connections between two fields of study, or just reading and discussion.

---

## Japanese-American Cultural Interchange

COLUMBIA UNIVERSITY is offering a program of Japanese-American cultural interchange for the current academic year. The purpose is to provide opportunity for a number of top-ranking persons in educational and intellectual circles in Japan to spend from 2 to 4 months in the United States. They will visit different parts of the country to confer with American scholars and others whose interests are similar to their own, and will also be available for a limited number of lectures. Simultaneously, a number of prominent persons from the Western World will visit Japan under the program.

The East Asian Institute of Columbia is directing the program, which is being administered jointly by two committees, one in Japan and the other in the United States.

# A Program of "Functional Education"

By HARRY M. SHULMAN*

IN RECENT YEARS interest has become widespread in the problem of how best to educate the modern college student for social responsibility. "Community service" programs of several different types are gaining in prominence at such places as the University of Kentucky, Earlham College, Illinois College, Vassar College, the University of Nebraska, Michigan State College, the University of Wyoming, San Bernardino Valley Junior College, and dozens of other institutions.

Obviously an educational movement of considerable significance is under way. It is one that recognizes the necessity of providing the college student with a balanced education that includes the development of competence both in basic theory and technical skills of an art or profession and in fundamental human relations involving the student's role as a citizen and a professional worker.

## The City College Program

At the City College of the City of New York, where the Community Service Division of the College has been conducting a community service program since 1945, the program has deepened its philosophy and methods to constitute what it calls an approach to "functional" education at the college level. Functional education is more than merely bringing the undergraduate student into face-to-face contact with living situations as a means of making more real the theoretical training he receives through books, classroom lectures, and discussions. It is more than learning by doing. It is an attempt to prepare the student to understand through effective participation in an on-going process and through reflective analysis of that participation. Thus, functional education for the student is an approach to generalization by way of experience as related to principles.

Functional education may be tested by a number of criteria. The program should include a field situation, a philosophy of social control, a program of social action, situational orientation of the action group, appropriate skill-training, training in role and role-awareness, analysis of the group process and the student's role in that process, and integration of the action group's experience with a set of general concepts within a theoretical frame of reference. The ideal situation within which functional education operates is action-research, but it may also be adapted to observational and other research projects, provided its core procedures are adhered to, of training the student in role, and awareness of role, and in analysis of the group process, including his role in that process. Functional education could be regarded as the third step in an ascending series of educational experiences, the first being theoretical presentation of subject matter through lectures and classroom discussions; and the second, the laboratory duplication of crucial experiments.

At the City College, the Community Service Division correlates functional education interests of the College of Liberal Arts and Sciences and of the School of Education in a human relations service program for the community surrounding the uptown campus of the college. In this 40-block area of 35,000 residents of both Negro and white racial backgrounds and of many different ethnic cultures, the division has created a program that serves approximately 1,500 children and is conducted in close cooperation with the institutional agencies of the area—schools, churches, public playgrounds, civic groups. About 125 students are involved in these activities each semester, served by a staff of three full-time and ten part-time field supervisors and other aides on the college staff. About one-half of the students are from the School of Education, and the remainder are distributed among majors in physical education, psychology, sociology and anthropology in the College of Liberal Arts and Sciences.

Whereas, in general, the skills in which the students receive training may be described as those of group leadership, observation and recording, and group discussion, a detailed listing discloses many different learning opportunities. The opportunities include: *a*) Coaching and leadership in games and sports; *b*) conducting tournaments, athletic leagues, and field days; *c*) educational and recreational field trips; *d*) club leadership; *e*) programing activities

*Director, Community Service Division, City College of the City of New York.

for adult and teen-age discussion groups; *f*) acquisition of skills in arts and crafts and their application to child instruction in activity groups; *g*) square dancing, including calling, and its application to the instruction of teen-agers; *h*) scouting; *i*) specialized group work with gangs; *j*) concealed participant observation of individuals and groups; *k*) process recording of group activity; *l*) case recording of individual behavior; *m*) collection and analysis of data from public records; *n*) training in use of visual aids; *o*) training in mechanical recording of discussions; *p*) training in role practice; *q*) training in the use of sociometric techniques; *r*) training in the use of statistical techniques; *s*) institutional journalism; *t*) committee duties.

### Significant Projects

The program of the division has developed many significant activities and training methods. Among the activities are recreation and athletics, social group work, group work with street clubs and gangs, group dynamics research, and child study. Its project in group work with delinquent gangs and street clubs has been recognized as at a professional level by the New York City Youth Board through an agency contract providing financial support.

A significant project in group dynamics research is being conducted in cooperation with the New York City Board of Education. In a public elementary school, a group of teachers have volunteered to participate in an action-research study of the effect of their social roles in the school classroom upon the academic learning and social behavior of pupils, upon the social process among the pupils as a group, and upon problem personalities. The training of teachers in role-awareness is being conducted through a seminar, conducted by a staff member of the division, from which all supervisory authorities have voluntarily excluded themselves. Students participate in the project as classroom recorders of social process. They evaluate their own roles and those of teachers and individual pupils; they evaluate the group process. All of this is done in a separate seminar conducted for them by the director of the study.

### Training Methods and Their Contributions

Distinctive student-training methods have been developed by the division. Seminar and individual conference methods have been developed through which the living experience of students in field projects has been synthesized with theoretical background material in the human relations fields of education, psychology, and sociology. Students have received training in process recording in which the focus has been the social roles of participants in social groups, including the analysis of the students' own roles as leaders and resource individuals.

Seminar and individual conference methods have made significant contributions to the development of the students. They have become more aware of their own drives and social behavior in many different group situations and have developed greater insight into their social roles. They have acquired conscious skills in human relations. They have been led toward more rational decisions with regard to educational objectives and life careers. They have strengthened their capabilities as citizens and community leaders, not alone through the exercise of conscious leadership roles, but through contact with living situations, including persons of different races and ethnic backgrounds.

---

## Student Aid at Ohio State

THE "TRAFFIC LOAD" last year of the Financial Aids Office at Ohio State University was 76,334 applicants, and on its peak day its staff interviewed 694 students. Nearly 6,000 students received help in one form or another. The office performs the threefold function of finding jobs for students and administering loan and scholarship programs.

Requests for assistance have been more numerous this year than last, and more students are working this year than before. Ninety percent of the work is off campus and ranges from baby-sitting to engineering drafting. During the last fiscal year, 4,003 students or their wives were placed in jobs with total estimated earnings of $2,449,836; the total for the current year may exceed $3,000,000.

Last year also set a new record in scholarship grants—645 awards totaling $69,440.49 in cash and $11,505 in remission of fees. About two-thirds of these grants went to students in professional colleges and the remainder to arts college and other students.

Loans are growing in importance as a means of helping students finish their education. Last year, 1,005 loans were made totaling $123,218.50. This was an all-time record. The maximum loan is usually $500, but in some cases, particularly in professional areas, the limit may be increased to

$1,000. A few years ago, students enrolled under the GI bill accounted for most of the loans, but now some 60 percent of the loan requests come from graduate or professional students. Among these students there is also a demand for longer term loans.

## NEW PUBLICATIONS

### Government Publications

#### How To Obtain

(*1*) *Cost Publications: Send request, enclosing remittance (check or money order), to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.*

(*2*) *Free Publications: Request direct from the agency issuing them.*

#### From the Office of Education

*The Core in Secondary Schools: A Bibliography*, by Grace S. Wright. Washington, 1952. Circular No. 323, rev. November 1952. 12 p. Proc.

*Directory of Secondary Day Schools*, 1951–52, by Mabel C. Rice. Washington, U. S. Government Printing Office, 1952. Proc. 169 p. $1.

*Health Services in City Schools*, by H. F. Kilander. Washington, U. S. Government Printing Office, 1952. Bulletin 1952, No. 20. 68 p. 25 cents.

*Manpower Resources in Physics 1951.* Washington, U. S. Government Printing Office, 1952. Scientific Manpower Series No. 3. 46 p. 20 cents.

*Some Problems in the Education of Handicapped Children*, by Romaine P. Mackie. Washington, U. S. Government Printing Office, 1952. Pamphlet No. 112. 12 p. 15 cents.

*U. S. Office of Education Programs in International Education.* Washington, 1952. 7 p. Proc.

*Schools at Work in 48 States:* A Study of Elementary School Practices, by Effie Bathurst and Glenn Blough. Washington, U. S. Government Printing Office, 1952. Bulletin 1952, No. 13. 138 p. 35 cents.

### Non-Government Publications

*Access of Women to Education.* Distributed by Columbia University Press, 2960 Broadway, New York 27. UNESCO International Bureau of Education Publication No. 141, 1952. 207 p. Paper, $1.50.

A report based on information supplied by the ministries of education in 47 countries. Intended to serve as a basis of discussion at the Fifteenth International Conference on Public Education. Covers primary, secondary, vocational, and higher education. Contains a report from each country and several general summaries.

*Administrative Women in Higher Education.* Washington, National Education Association, 1952. 29 p. 25 cents.

Presents information from 971 higher education institutions indicating the types and number of administrative positions occupied by women.

*Current Issues in Higher Education, 1952*, Francis H. Horn, *editor.* Washington 6, D. C., Association for Higher Education, National Education Association, 1952. 146 p. Paper, $2.

• Addresses, discussion-group reports, and resolutions of the Seventh Annual National Conference on Higher Education, Chicago, Illinois, April 17–19, 1952.

*Patterns of Liberal Education in the Evening College:* A Case Study of Nine Institutions. 940 East 58th St., Chicago 37, Ill., Center for the Study of Liberal Education for Adults, 1952. Proc. 82 p. Paper, $1.

The sections are on: (1) The evening college and the university; (2) faculty relationships; (3) sources of student satisfaction—college services and facilities; (4) sources of student satisfaction—classroom practices; and (5) the study of attitudes. A great variety of ideals, problems, and operations are discussed.

*Proceedings of the Teachers' Seminar on Pharmaceutical Chemistry, July 7–12, 1952, ed.* by Tom D. Rowe. Obtainable from Louis C. Zopf, Secretary, American Association of Colleges of Pharmacy, State University of Iowa, Iowa City, Iowa. 114 p. Paper, $1.

Thirty-five papers presented to the seminar held at the University of Michigan, covering many phases of the teaching of pharmaceutical chemistry.

*Who Should Go to College*, by Byron S. Hollinshead. New York, Columbia University Press, 1952. 190 p. $3.

The author estimates the number of pupils graduated from high school who go to college and the number that would go if they had the economic opportunity. The reasons for their decisions are considered, and recommendations for discovering and financing worthy students are made. Contains a chapter by Robert J. Havighurst and Robert R. Rodgers on the role of motivation in attendance at post-high-school educational institutions.

*Student Deferment in Selective Service:* A Vital Factor in National Security, by M. H. Trytten. Minneapolis 14, Minn., The University of Minnesota Press, 1952. 140 p. $3.

Reviews the problem of manpower needs and the history of the student deferment policy; explains the bases for the adoption of the policy, outlines the criteria and methods of deferment, describes the college qualification test used, and presents reports of the scientific advisory committees appointed by the director of the Selective Service System.

*Utah Conference on Higher Education.* Provo, Utah, Brigham Young University, [1952]. 83 p. Proc. Paper, 50 cents; free to public and higher institutions.

The theme of the conference, held at Brigham Young University, Sept. 12–13, 1952, was "Individual Integrity Through Higher Education." Includes 15 papers and summaries of the proceedings of the four departments. The responsibility and integrity of the individual are examined from various points of view.

*Yearbook 1952, Board of Education, The Methodist Church.* Box 871, Nashville 2, Tenn., The Board, 1952. 340 p.

Includes a directory of the Board of Education; reports of the Secretarial Council, the treasurer, and three divisions; proceedings of the Executive Committee and the board; the program of the meeting of the board in 1952; and the ritual for the dedication of the new Board of Education building.

*Religious Perspectives of College Teaching.* A series of pamphlets, as follows: (1) In Biology, by Edward McCrady; (2) In the Physical Sciences, by Hugh S. Taylor; (3) In Political Science, by John H. Hallowell; (4) In Sociology and Social Psychology, by Talcott Parsons. 400 Prospect St., New Haven 11, Conn., Edward W. Hazen Foundation, 1951 and 1952. 25 cents each.

These pamphlets will constitute chapters in a volume on *Religious Perspectives in College Teaching* to be published by the Ronald Press.

*Vu-Graphics: A Manual on Vu-Graph Projection,* by Allan Finstad. 60 Badger Ave., Newark 8, N. J., Charles Beseler Co., 1952. 32 p. Paper, $1.

Provides the instructor with directions and suggestions for the use of the overhead projector and of a variety of associated materials that can be utilized in the preparation of transparencies.


## HIGHER EDUCATION

**Published semimonthly from September through May. Its printing was approved by the Bureau of the Budget on May 31, 1951, as required by Rule 42 of the Joint Committee on Printing.**

**MANAGING COMMITTEE**

**Lloyd E. Blauch, Chairman**

**Jennings B. Sanders**

**Publication Office: Office of Education**
**FEDERAL SECURITY AGENCY, WASHINGTON 25, D. C.**

**Subscription: In advance, $1 a year (10 cents a single copy), to foreign countries, $1.50. For orders of 100 copies or more in bulk to one address within the United States, 25 percent discount is allowed. Send remittance to the Superintendent of Documents, Government Printing Office, Washington 25, D. C.**

**OSCAR R. EWING—Federal Security Administrator**
**EARL JAMES McGRATH, Commissioner of Education**
**W. EARL ARMSTRONG, Acting Head, Division of Higher Education**

U. S. GOVERNMENT PRINTING OFFICE: 1953



UNITED STATES
GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON 25, D. C.

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID PAYMENT OF POSTAGE, $300 (GPO)

UNIVERSITY OF MICHIGAN
GENERAL LIBRARY
DOCUMENTS DIVISION
IMP ANN ARBOR
OCT MICH

**If you do not desire to continue receiving this publication, please CHECK HERE ☐; tear off this label and return it to the above address. Your name will then be promptly removed from the appropriate mailing list.**